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ABSTRACT

Miami-Dade Community College's Student Telephone Assisted Registration (STAR) system permits students to obtain a listing of their course schedules; register for, add, or drop classes; or get a list of available course sections by phone. In winter 1988, a study was conducted to assess student use of and reactions to the STAR system. Questionnaires were mailed to 2,066 students to determine which STAR services they had used, their preferred method of registering, their reasons for not using the system, the clarity of the STAR instructions, and suggestions for improving the system. Study findings, based on responses from 362 students and STAR usage data, included the following: (1) of the college-wide total of 45,384 credit students enrolled in winter 1988, 11,954 (27%) registered using STAR; (2) 62.2% of the respondents said that they had tried to register, or add or drop classes using STAR; 32.3% had not tried the system; while 5.2% did not know about it; (3) 14.9% of the STAR users had called to listen to their class schedule, and 9.9% had called for a list of open classes; (4) of the respondents who had tried to use STAR, 78.3% indicated that they preferred it to any other registration method, 9.5% preferred the usual on-campus registration procedure, and 12.2% had no preference; (5) roughly equal fractions of Blacks (55.6%) and Hispanics (58.3%) had used the service, but a considerably greater proportion of Whites (72.0%) had used the service; and (6) 75.8% of the students under 20 had tried the STAR service, while only 57.0% of those 30 and over had used the service. (AAC)

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EVALUATION OF THE STUDENT TELEPHONE ASSISTED REGISTRATION (STAR) SERVICE

Research Report No. 88-22

August 1988

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JC 890 168

Evaluation of the Student Telephone
Assisted Registration (STAR) Service

Background and Purpose

The Student Telephone Assisted Registration (STAR) system is a service provided by Miami-Dade Community College to its students. The service is an alternative registration process that was implemented in 1986. The purpose of the present study was to solicit student reactions to the STAR service.

The STAR system is accessed by using any Touchtone (TM) telephone anywhere. Students may use the service to obtain a listing of their course schedule, register for or add/drop classes, or get a list of available sections of a course. Before using STAR, students complete a worksheet which contains instructions for using the service, as well as spaces in which to note the information that will have to be entered via the telephone. Once a student connects with STAR, a voice response prompts each entry. Students are instructed to indicate a preferred language code (English or Spanish), and are then prompted to enter requested information for identification and action. Finally, students are asked to enter a choice of payment method, including payment by credit card. There are certain eligibility restrictions for using STAR. Credit students must have already been admitted or re-admitted for the term in which they wish to enroll, or must have attended the college within the last year. Unless eligible to self-advise, students must have already seen an advisor and have the advisor's signature on the appropriate form. Non-credit students must have taken a non-credit course during the last three years.

In order to assess student reactions to the STAR service, the college-wide Research and Testing Committee, in conjunction with the campus Registrars, created a mail-out survey that addressed the following questions. For those who used STAR, what did they like and dislike about it? Did certain groups of students use STAR more or less than others? Why did some students not

use STAR? What suggestions did students have for improving STAR? This report details the results of the survey.

Major Findings

°According to the South Campus Registrar's Office, 87% of the use of STAR by credit students occurred on South Campus.

°Only 362 of the 2,066 surveys mailed were returned. Consequently, generalizations should be made with caution.

°Of the respondents, 62.2% said that they had tried to register or add/drop using the STAR service, 32.3% said that they had not tried, and 5.2% said that they did not know that the service existed.

°Over half of the respondents had used the service to register or add/drop. Only 14.9% had called to listen to their class schedule, and only 9.9% had called for a list of open classes. Of those who responded, 7.5% had tried, unsuccessfully, to use the service.

°Just over three-fourths of the respondents indicated that they would be taking the same number of classes if they used the STAR service in the future (whether they used STAR or registered on campus).

°Over half of the total respondents indicated that they preferred the STAR service, while 19.1% preferred the usual on-campus registration, and 21.1% expressed no preference.

°Of those respondents who had tried to use STAR, 78.3% indicated that they preferred the service, 9.5% preferred the usual on-campus registration, and 12.2% had no preference.

°The most common answers for why respondents had not used the STAR service, if they had not used it, was that they did not know about it (33.5%), or that they did not want to register by phone (25.8%).

°There were roughly equal fractions of black non-Hispanics (55.6%) and Hispanics (58.3%) who had used the STAR service, but a considerably greater fraction of white non-Hispanics (72.0%) had used the service.

°A greater fraction of persons whose native language was English (68.8%) than whose native language was not English (54.1%) made use of the service.

°Younger students made heavier use of the system than did older students. While 75.8% of the less than twenty year old respondents indicated that they had tried the service, only 57.0% of the thirty and over age group indicated that they had used the service.

Method

The college-wide research and testing committee, in conjunction with the campus registrars, worked to develop a brief survey to discover information about student use of the STAR service. Multiple choice and open ended items were included to find out what students did and did not like about the service, and to assess use of the service by different demographic groups. The survey was mailed to a 5% systematic random sample of Winter Term registrants; a total of 2,066 surveys were mailed. Several weeks after the initial mailing, a follow-up mailing was made to those students who still had not responded. Data collection ceased about two-thirds of the way through the term, with a total of 362 respondents. Of these 362, 319 indicated a student number, so that their survey could be matched against a source of demographic information. Data was input via an ADDERS screen at shadow terminals by the South Campus registrar's staff, and analyzed using Statistical Analysis System (SAS) software.

Results

Tally of STAR Use

The STAR service has received a great deal of use at M-DCC. According to the South Campus Registrar, there was a college-wide total of 103,149 calls to the STAR service (an additional 3,696 calls were unsuccessfully made during non-scheduled hours) between January 1 and May 30, 1988. Of these calls, 47,510 (46.1%) were for registration (or add/drop), 6,081 (5.9%) were to obtain a list of open sections, and 5,376 (5.2%) were to obtain a current course schedule, and the remaining calls were unsuccessful. The number of calls increased substantially over the period of this half-year: 3,047 calls during the second half of January, 6,670 calls during February, 24,906 calls during March, 40,880 calls during April, and 31,342 calls during May.

The proportion of students who registered (or added/dropped) using STAR is not constant across the four campuses. Of the college-wide total of 45,384 credit students who registered for Winter Term, 1988, 11,954 (27%) registered using STAR. Of the 13,571 North Campus students, 1,042 (8%) used STAR. On South Campus, 10,395 (54%) of the 19,293 students registered using STAR. On Wolfson Campus, 444 (5%) of the 9,328 students used STAR. And on Medical Center, 73 (2%) of the students registered using STAR. South Campus was the only campus who had non-credit students registering using STAR (only 31 of 9,083 students). In other words, 87% of the use of STAR by credit students occurred on South Campus. Clearly, the service was used heavily on South Campus, and very lightly on the other three campuses.

Survey Results

The sampling procedure produced a survey sample with gender, ethnic, and campus demographics that satisfactorily matched those of the college. Unfortunately, the return rate was only 17.5%, leading to a distribution of respondents only approximating those of the college. One may only wonder what the responses of those who did not return the survey would have been, and consider that the responses of those who did return the survey might not be representative of those of the entire sample (or of the student population at large). Since 11.9% of the respondents did not provide a student number, their responses are missing from tabulations considering demographic data.

Table 1 details the results for each item of the survey. Of those who responded, 62.2% said that they had tried to register or add/drop using the STAR service, 32.3% said that they had not tried, and 5.2% said that they did not know that the service existed. Just over half of the respondents had seen an advisor before registering for the term. The percentage that indicated they had been able to register or add/drop using the STAR service was 58.6%. The modal number of attempts to use the service was 1 (18.5%), followed closely by 2 (18.2%). More than 5 attempts were made by 6.1% of the respondents.

Over half of the respondents had used the service to register or add/drop. Only 14.9% had called to listen to their class schedule, and only 9.9% had called for a list of open classes. Seven and one-half percent had tried, unsuccessfully, to use the service. The largest fraction of the respondents had used the service while either at home (30.1%) or on campus (23.8%). Very few had used it at work or in any other place. Use of the STAR service seems to have only a small impact on the number of courses students thought that they would be taking in the future. Just over three-fourths of the respondents indicated that they would be taking the same number of classes if they used the STAR service in the future (interestingly, 13.0% indicated that they do not plan to use the service in the future). Over half of the respondents indicated that they preferred the STAR service, while 19.1% preferred the usual on-campus registration, and 21.1% expressed no preference.

The most common answer for why respondents had not used the STAR service, if they had not used it, was that they did not know about it (33.5%), followed by not wanting to register by phone (25.8%). A few had tried to use it but got busy lines, reached the service but could not complete registration, or were not eligible to use it. The STAR service worksheet was apparently easy to use and to understand: 66% indicated that it was, and 4.4% indicated that it was not (this item was not answered by 29.6% of the respondents). Similar fractions said that the instructions given over the phone were (61.3%) or were not (4.7%) easy to follow.

In addition, four of the above items were analyzed for only those respondents who indicated that they had tried to register or add/drop courses using STAR (marked "YES" in question #4). Of this group of 225 students, 57.1% had seen an advisor before registering this term. These respondents were highly successful using the STAR service (88.9% were able to register or add/drop using STAR). Most indicated that they would be taking the same number of courses if they used STAR in the future (86.2%), while 5.4% indicated that they would be taking more courses, 0.9% indicated that they would be taking fewer courses, and 7.6% indicated that they do not plan to use STAR in the future. Finally, 78.3% of this group indicated that

they preferred the STAR method of registration, while 9.5% preferred the usual on-campus method, and 12.2% had no preference.

Table 2 details responses to the item, "Have you ever tried to register or add/drop courses using the STAR service?" by demographic categories. This item had three possible responses: "yes," "no," and "did not know STAR existed". A column is also provided showing the college-wide distribution of the category under consideration. Missing data exists due to the responses that did not have student numbers, and therefore could not be matched against the demographic data. For the three major ethnic groups, there were roughly equal fractions of black non-Hispanics (55.6%) and Hispanics (58.2%) who had used the STAR service, but a considerably greater fraction of white non-Hispanics (72.0%) had used the service. For all three groups approximately five percent responded that they did not know STAR existed. Of the enrollment categories, continuing students showed the greatest use of the service (65.9%), followed by transfer students (61.5%). Only half of the new students, and only 38.5% of the former students, had used the service. One fourth of the new students did not know STAR existed. Part-time students made heavier use of the service than did full-time students (66.9% vs. 60.0%). Students whose SOAP standing was clear had made greater use of the service than those whose standing was not (63.6% vs. 50.0%). As the number of credits earned increased, so did the fraction using the service. The rate was 56.9% for students with fewer than twenty credits, and 67.7% for students with forty or more credits. By immigration status, U.S. citizens made the heaviest use of the service (65.3%), while resident aliens made the lightest use (53.6%). South Campus clearly had the most extensive use of the system (87.2%), followed by North (38.0%), and Wolfson (18.4%) Campuses. A greater fraction of persons whose native language was English (68.8%) than whose native language was not English (54.1%) made use of the service. Finally, younger students made heavier use of the system than did older students. While 75.8% of the less than twenty year old respondents indicated that they had tried the service, only 57.0% of the thirty and over age group indicated that they had used the service.

Table 3 details the responses to several items for those persons whose native language was English and for those persons whose native

language was not English. In response to the item "How many attempts did you have to make before you were able to successfully register or add/drop?", a greater fraction of non-native English speakers (46.0%) than native English speakers (30.9%) stated that they had never even tried. Greater fractions of native English speakers were successful in one (21.6% vs. 15.3%) or two (25.4% vs. 11.3%) attempts. While roughly equal fractions of the two groups had tried, but not completed any services, called for a list of open classes, or called to listen to a class schedule, a greater fraction of native-English speakers than non-native English speakers completed registration or add/drop services (62.4% vs. 46.6%). Again, similar fractions of the two groups called the service from on campus, but a greater fraction of native-English speakers called from home or work. The overwhelming proportion of both groups responded that if they use the STAR service in the future, then they will be taking the same number of courses. Interestingly, fifteen percent of the native-English speakers and eleven percent of the non-native English speakers responded that they did not plan to use the service in the future. While a greater fraction of the native English speakers preferred the STAR service (64.8% vs. 50.4%), approximately twenty percent of both groups preferred the usual on-campus mode of registration. Among those who had not used the STAR service, 30.4% of the native English speakers did not want to, 27.5% did not know about it, and 18.8% stated other reasons. In contrast, 38.2% of the non-native English speakers did not know about it, 19.1% did not want to, and 17.7% stated other reasons. Over ninety percent of both groups responded that the STAR service worksheet was easy to use and to understand, and that the instructions given over the phone were easy to follow.

Finally, there were three open ended questions on the survey (which have already been shared with the registrars). The first asked what was the best part about the STAR service, if you had used it. The most frequent response was that it eliminated having to stand in long registration lines (N=100). Students also indicated that it was convenient, fast, and a time saver (N=108). The ability to register from any location was an important facet (N=21). As one respondent put it, "You don't have to get into your car and drive in traffic and sweat your behind off in the hot Miami weather". The second question asked what most needs to be improved

about the STAR service. The most frequent response to this item was that there need to be more phone lines and longer hours (N=48). Also, students wanted the system to talk and respond faster, and to make the delays between entries shorter (N=19). Some respondents said that nothing needs to be improved (N=26). The third item simply requested any other comments. A few respondents used this item to state that the STAR service does not work, that they did not think highly of it, or that it is irrelevant if you need an advisor's signature anyway. Some students used this space to state that they simply prefer the personal nature of on-campus registration.

Conclusions and Implications

In conclusion, it is apparent that the STAR service is receiving a great deal of use, but that this use is not evenly distributed across campuses or demographic groups. Although most respondents indicated a preference for STAR, there seems to be a large number who simply prefers the usual on-campus registration procedure. In addition, there seems to be a fraction of students, particularly new students, who do not know about the service.

If the College wants to increase the use of the STAR service, then there are certain audiences which need to be targeted. Stronger advertising of and encouragement to use the service on North, Wolfson, and Medical Campuses would be important. Also, there would need to be efforts to make the service more attractive for black non-Hispanic and Hispanic students, and for those who do not speak English as a native language. A program facilitating use by new students and by older students might also be helpful. Finally, the service would need to be expanded, as indicated by the many respondents who have already suggested that there should be more phone lines.

Table 1

Student Telephone Assisted Registration (STAR) Survey
Responses for the Entire Group

Q#3 Before you registered this term, did you see an advisor?

Yes		No		Missing	
Number	Percent	Number	Percent	Number	Percent
200	55.2	160	44.2	2	0.6

Q#4 Have you ever tried to register or add/drop courses using the STAR service?

Yes		No		Did Not Know STAR Existed		Missing	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
225	62.2	117	32.3	19	5.2	1	0.3

Q#5 Were you able to register or add/drop courses using the STAR service?

Yes		No		Missing	
Number	Percent	Number	Percent	Number	Percent
212	58.6	96	26.5	54	14.9

Q#6 How many attempts did you have to make before you were able to register or add/drop?

	Number	Percent
I have never tried to use the STAR service	129	35.6
One	67	18.5
Two	66	18.2
Three	39	10.8
Four	17	4.7
Five	7	1.9
More than Five	22	6.1
Missing	15	4.1

Q#7 Which of the following services did you complete using the STAR service?

	Number	Percent
I have never tried to use the STAR service	125	34.5
I tried, but did not complete any services	27	7.5
Registration or add/drop	203	56.1
Called for a list of open classes	36	9.9
Called to listen to my class schedule	54	14.9

Table 1
(continued)

Student Telephone Assisted Registration (STAR) Survey
Responses for the Entire Group

Q#8 Where were you when you first tried to use the STAR service?

	Number	Percent
I have never tried to use the STAR service	126	34.8
On campus	86	23.8
At home	109	30.1
At work	24	6.6
Other	5	1.4
Missing	12	3.3

Q#9 If you use the STAR service in the future, do you think you will be taking:

	Number	Percent
More courses than if you register on campus	23	6.4
Fewer courses than if you register on campus	5	1.4
The same number of courses if you register on campus	277	76.5
I don't plan to use the STAR service in the future	47	13.0
Missing	10	2.8

Q#10 Which method of registering do you prefer?

	Number	Percent
STAR service	201	55.5
Usual on-campus registration	69	19.1
No preference	76	21.1
Missing	16	4.4

Q#11 If you have not used the STAR service, then why have you not used it?

	Number	Percent
Did not know about it	52	33.5
Tried to register, but the lines were busy	10	6.5
Reached STAR service but could not complete registration	12	7.7
Not eligible to use STAR service	13	8.4
Did not want to register by phone	40	25.8
Other	28	18.1

Q#12 Was the STAR service worksheet easy to use and to understand?

Yes		No		Missing	
Number	Percent	Number	Percent	Number	Percent
239	66.0	16	4.4	107	29.6

Q#13 Were the instructions given over the phone easy to follow?

Yes		No		Missing	
Number	Percent	Number	Percent	Number	Percent
222	61.3	17	4.7	123	34.0

Table 2

Student Telephone Assisted Registration (STAR) Survey
Response to the Question:" Have You Ever Tried to Register
or Add/Drop Courses using the STAR Service?"
by Demographic Characteristics

	Breakdown of Survey Respondents						Total Survey Respondents		Total Winter Term Registrants (Opening Count)	
	Yes		No		Did Not Know STAR Existed					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Ethnic Group										
White Non-Hispanic	77	72.0	25	23.4	5	4.7	107	33.5	11,223	27.2
Black Non-Hispanic	20	55.6	14	38.9	2	5.6	36	11.3	6,557	15.9
Hispanic	99	58.2	62	36.5	9	5.3	170	53.3	22,555	54.6
Other	4	66.7	1	16.7	1	16.7	6	1.9	992	2.3
Enrollment Code										
New	8	50.0	4	25.0	4	25.0	16	5.0	3,914	9.5
Transfer	8	61.5	4	30.8	1	7.7	13	4.1	1,838	4.4
Continuing	174	65.9	80	30.3	10	3.8	264	82.8	31,953	77.3
Former	10	38.5	14	53.9	2	7.7	26	8.2	3,622	8.8
Credit Load										
Full-Time	83	66.9	36	29.0	5	4.0	124	38.9	27,027	34.6
Part-Time	117	60.0	66	33.9	12	6.2	195	61.1	14,287	65.4
Standards of Academic Progress Standing										
Clear	189	63.6	94	31.7	14	4.7	297	93.1	36,551	88.4
Not Clear	11	50.0	8	36.4	3	13.6	22	6.9	4,776	11.6
Credits Earned										
Less Than 20	66	56.9	40	34.5	10	8.6	116	36.4	18,926	45.8
20-39	48	63.2	23	30.3	5	6.6	76	23.8	8,106	19.6
40 or More	86	67.7	39	30.7	2	1.6	127	39.8	14,295	34.6
Immigration Status										
U.S. Citizen	145	65.3	68	30.6	9	4.1	222	69.6	25,695	62.2
Resident Alien	30	53.6	21	37.5	5	8.9	56	17.6	10,715	25.9
Refugee	9	60.0	6	40.0	0	-	15	4.7	2,968	7.2
Visa Student	16	61.5	7	26.9	3	11.5	26	8.2	1,949	4.7
Campus										
North	38	38.0	56	56.0	6	6.0	100	28.3	11,953	28.9
South	177	87.2	23	11.3	3	1.5	203	57.3	18,381	44.5
Wolfson	7	18.4	23	60.5	8	21.1	38	10.7	8,484	20.5
Medical	0	-	11	84.6	2	15.4	13	3.7	2,509	6.1
Native Language										
English	128	68.8	50	26.9	8	4.3	186	58.3	21,903	53.0
Not English	72	54.1	52	39.1	9	6.8	133	41.7	19,424	47.0
Age										
Less Than 20	25	75.8	7	21.2	1	3.0	33	10.3	5,040	12.2
20-29	130	62.8	68	32.9	9	4.4	207	64.9	25,883	62.6
30 or Over	45	57.0	27	34.9	7	8.9	79	24.8	10,404	25.2

Table 3

Student Telephone Assisted Registration (STAR) Survey
Responses to Selected Items by Native Language

		Native Language					
		English		Not English		Total	
		Number	Percent	Number	Percent	Number	Percent
Q#6	How many attempts did you have to make before you were able to register or add/drop?						
	Never tried	56	30.9	57	46.0	113	37.1
	One	39	21.6	19	15.3	58	19.0
	Two	46	25.4	14	11.3	60	19.7
	Three	18	9.9	16	12.9	34	11.1
	Four	7	3.9	7	5.7	14	4.6
	Five	3	1.7	3	2.4	6	2.0
	More than Five	12	6.3	8	6.5	20	6.6
Q#7	Which of the following services did you complete using the STAR service?						
	I have never tried to use the STAR service	54	29.0	54	40.1	108	33.8
	I tried but did not complete any services	14	7.5	12	9.0	26	8.2
	I completed registration or add/drop	116	62.4	62	46.6	178	55.8
	I called for a list of open classes	20	10.8	13	9.8	33	10.3
	I called to listen to my class schedule	30	16.1	19	14.3	49	15.4
Q#8	Where were you when you first tried to use the STAR service?						
	Never tried	54	29.8	55	43.7	109	35.5
	On-campus	47	26.0	33	26.2	80	26.1
	At home	62	34.3	32	25.4	94	30.6
	At work	16	8.8	5	4.0	21	6.8
	Other	2	1.1	1	0.8	3	1.0
Q#9	If you use the STAR service in the future, do you think you will be taking:						
	More courses than if you register on campus	8	4.4	13	10.1	21	6.8
	Fewer courses than if you register on campus	1	0.6	3	2.3	4	1.3
	The same number of courses if you register on-campus	146	80.2	99	76.7	245	78.8
	I don't plan to use the STAR service in the future	27	14.8	14	10.9	41	13.2
Q#10	Which method of registering do you prefer?						
	STAR service	114	64.8	65	50.4	179	50.4
	Usual on-campus registration	37	21.0	23	17.8	60	17.8
	No preference	25	14.2	41	31.8	66	31.8
Q#11	If you have not used the STAR service, then why have you not used it?						
	Did not know about it	19	27.5	26	38.2	45	32.9
	Tried to register, but the lines were busy	2	2.9	8	11.8	10	7.3
	Reached STAR service, but could not complete registration	7	10.1	4	5.9	11	8.0
	Not eligible to use STAR service	7	10.1	5	7.4	12	8.8
	Did not want to register by phone	21	30.4	13	19.1	34	24.8
	Other	13	18.8	12	17.7	25	18.3
Q#12	Was the STAR service worksheet easy to use and to understand?						
	Yes	130	96.3	80	90.9	210	94.2
	No	5	3.7	8	9.1	13	5.8
Q#13	Were the instructions given over the phone easy to follow?						
	Yes	122	94.6	73	91.3	195	93.3
	No	7	5.4	7	8.8	14	6.7

Appendix

SAMPLE COMMENTS FROM STAR SERVICE SURVEY

I. FROM THOSE WHO HAD TRIED IT...

A. What Is the Best Part about STAR SERVICE?

Eliminates having to stand in those long registration lines (N=100)

Convenient (N=54)

Fast; saves time (N=54)

Easy to use; no hassles (N=28)

Call anytime from anywhere; can do it from home (N=22)

No need to come on campus to register (N=10)

How clear the computer speaks; pleasant voice (N=5)

Easy to pay; having longer to pay (N=5)

Confirms all info received (N=3)

You don't have to get into your car and drive in traffic and sweat your behind off in the hot Miami weather.

Very efficient (N=2)

Can drop a class (N=2)

Saves gas (N=1)

Avoids human errors by terminal operators (N=1)

Everything is explained step by step (N=1)

Quiet; no crowds (N=1)

Not having to deal with advisers and/or your bureaucratic staff (N=1)

B. What needs improvement

Need more lines; couldn't always get through (N=39)

Nothing (N=26)

Speed up the responses; long delays between entries (N=21)

Need more time between questions (N=2)

Extend hours (longer during day; weekends) (N=9)

Wouldn't accept my tone entries (N=2)

Sometimes sounds like an echo (N=1)

More phones on campus (N=2)

Need an option to print schedule if calling from on campus (N=1)

Need to make it available to international students

Each time I've used it , I encountered technical problems (N=1)

Mail STAR Worksheets to all students for easier enrollment next term (N=1)

It's very annoying when you already know what you are going to punch, but you have to wait for the computer to finish (N=1)

Could be louder; phones located in very noisy area (N=1)

Give room numbers (N=1)

I've used it several times but I've never been able to execute on the first try. The computer program either dumps me or freezes up. The system does have potential. (N=1)

Schedules should be received quicker in the mail. I didn't receive mine for this semester until the day after classes began even though I registered almost 3 weeks prior. (N=1)

Needs better sound and clearer messages (N=1)

Make it work!

Mailing of the confirmed class schedule.

C. General Comments (N=1 for each comment)

STAR is excellent. If only the other universities in this city would see what M-DCC has to offer

Would be convenient and useful if it worked every time. System is fantastic! So convenient!

Thank God for STAR SERVICE

Useful and terrific; a step to the future in technology

STAR SERVICE doesn't work at all

Great idea!

Extend hours of access to 24 hours a day

An excellent idea; Saves so much time and aggravation

During my five years at Dade, I have always dreaded having to register, but now that we have STAR SERVICE, I feel much more at ease. Thank you for this great idea.

It's convenient to me because I work and I do not have to take time off to register.

I didn't know you could call from phones off campus

When a problem occurs, employees at M-DCC should be more helpful

It's great! Don't remove it! Please!

I hope that with STAR SERVICE, we will keep seeing advisers regularly

Everything is fine for me. HAVE A NICE DAY!

It's a good system but don't become too dependent on it please!

We are proud to have this service. I used to live in Tampa and we didn't have it there.

Even though the recording was messed up, I think STAR SERVICE is great!

Very helpful. Cuts down on time you must spend to register.

One of the best innovations in years.

It's a very impersonal way to register.

Everything is good and congratulations for being interested in the opinions from students.

It's a real time saver.

If I could not register by "STAR", I would probably not go to school.

I think STAR SERVICE is very convenient for a lot of students and it's a great improvement for the campus. Thank you, Miami-Dade.

I am very pleased to attend a college that is attempting to keep in tune with the times in providing modern innovative registration processes.

II. COMMENTS FROM THOSE WHO HAD NOT TRIED IT...

It's a great idea, but students need to know what classes are available (open)

Could you explain how payment and financial aid works

Just taking one course now. I don't feel the need to use it but if in the future I take more, I will try it.

I will give it a try next term

A friend told me that it is much easier and quicker using telephone registration.

I do not remember my student number.

I would like to use START SERVICES as soon as I can.

Needs more publicity.

From friends that have used the STAR SERVICE, I've been told it's very convenient. I'll use it in the future.

Please send me some type of info about STAR. I would like to try it.

STAR SERVICE may be useful to some students, but I prefer the individual personal touch.

If and when it's necessary to use such service, I'll certainly do so. Right now, I do not find it necessary.

I have not tried to use it. A friend told me it was difficult to get through. I prefer to do registering in person.

I think it's a great method, but I prefer on campus registration.

This service is a piece of — and you should think on spending this money on something which will really help the students. I called STAR SERVICE once and the girls who answer was a Haitian who could not speak a word of English.

I knew about it after I was already registered so I did not use it. Now I might start using it.

It's very convenient and effective. But it can only be used for courses that require no special authorization.

International students should be allowed to use it also.

I don't think that I am capable to use this kind of service now because I'm still taking required courses. But I would love to use it as soon as I'm eligible to use it.

Although the STAR system was probably invented for students who work and don't have time to register, my guess is that 90% of students don't use it. It is probably not an asset to M-DCC

I would like to use the STAR SERVICE in the future. It is a wonderful asset to the school and the students. I look forward to using it next year.

Never used it, but I will try it out in the future.

I have never used it, but friends tell me that the lines are always busy.

I wish I could use it. It would be very convenient for me. But I'm in a SOAP category.

I was never told how easy it is to use. I think some advisers or personnel working on registration are not aware of how the system works.

It's a wonderful idea. I'm planning to use it.

I register through AIB.

Should publicize the system more.

I'll try to see what STAR SERVICE is all about whenever I'm on campus again

I think it's good for people who work but not for students who need to see an adviser because they may have some problems with classes and STAR SERVICE does not provide that.

I would probably use the service if I were taking night courses. Perhaps, I will try it next semester just to see what it is like.

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